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ABSTRACT

This booklet, developed for school counselors, explores basic considerations for effective counseling of Lau students, defined as those from distinct language and cultural backgrounds, whose home language is other than English and who are not performing conceptually and linguistically at a level equal to district standards. Following a brief introduction, the first section lists counseling-situation factors affected by culture, and discusses counselor roles in relation to Lau students and educational institutions. The second section discusses obstacles and prerequisites to the academic and psychological growth of Lau students, and suggests specific counseling approaches. The third section lists and describes essential goals for an effective counseling program, as well as methods for meeting these goals. The fourth section lists essential skills and characteristics for counselors, and essential Lau program characteristics. The fifth section discusses the use of standardized tests with Lau students. The sixth section makes recommendations concerning affective issues, i.e., respect, recognition, self-esteem, and self-actualization. The seventh section discusses factors which may impede the maximum growth and learning of Lau students. The booklet includes a bibliography. (WAS)

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COUNSELING AND CULTURE

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A Lau Student is one whose home language is other than English, regardless of the language spoken by the student, and who is not performing conceptually and linguistically at a level equal to or better than the district standard of proficiency.

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INTRODUCTION

A commonly expressed concern of the parents of Lau students is for timely and adequate information about their childrens' progress in school and for planning information - graduation requirements, etc. - that will enable them to provide home guidance in support of their childrens' education. The frequency of this concern is one evidence that common school counseling practices do not meet Lau student* needs.

Another counseling program concern, that of Lau student "tracking" into certain courses or career-entry studies, has been raised by the Office for Civil Rights. In **Task Force Remedies,** the OCR states:

> Schools must develop strong incentives for minority students to enroll in electives where minorities have not traditionally enrolled. In this regard, counselors, principals and teachers have a most important role. Title VI compliance questions are raised by any analysis of counseling practices which indicates that minorities are being advised in a manner which results in their being disproportionately channeled into certain subject areas or courses.

We believe that the wording in the quoted paragraph has been deliberately and carefully designed to recognize that counseling is a subtle process that communicates on levels far beyond the literal. Counseling "in a manner which results in" undesired tracking is clearly not only that which literally and overtly directs, orders or advises Lau students to take certain courses or to give up any high-career expectations; simple failure to acquaint Lau students with alternative options, for example, might do the job as well.

In this booklet we present some basic considerations for effective counseling of students of distinct language and culture backgrounds. We hope that principals, teachers and counselors will find here a useful tool for planning a counseling program that will meet Lau student needs. The emphasis is on underlying principles for effective Lau-student counseling; a more detailed presentation of alternative practical strategies is planned for a further publication.

* The term Lau Student is used interchangeably with National Origin Minority (NOM) student.

Counselors' Roles

Cultural diversity within the United States often makes of school counseling an inter-cultural profession. The policies, values and expectations of educational institutions are largely determined by the mainstream society, yet the nation's cultural and linguistic plurality is reflected in the public schools' staff and student populations. That this diversity has important implications for school counseling has been shown by Pedersen, who describes four counseling-situations factors affected by culture:[1]

1. The counselor's own culture has shaped his mode of behavior and his beliefs.
2. The client's culture likewise has shaped the client's assumptions, behaviors and beliefs.
3. Inherent in the problem itself are culture-influenced assumptions—and these assumptions may derive from a culture quite distinct from that of the counselor or the client.
4. The environment in which the counseling takes place is culture-determined.

So, in an extreme case, a counselor might be working with a client of another culture to resolve a problem arising from a third culture—and with the whole counseling environment that of a fourth culture. Suppose, for example, a Chicano counselor dealing with an American Indian student who is experiencing "discipline problems" in an Asian-American teacher's classroom in a school whose administration is solidly middle-class Anglo-American. The point is simple: school counselors perhaps more than any other school professionals, need to be knowledgeable of, and sensitive to, the implications of cultural variety.

The purpose of this booklet is to provide a framework for school counselors working with students whose home or first language is other than English: students with particular needs and characteristics related to their linguistic, cultural and historical background. That is significant; even, when he or she is English-speaking, the student's linguistic and cultural background is intrinsically relevant to counseling issues. Effective counseling requires recognition of such student's needs, and counseling approaches that are relevant to them.

Counselor vs Student and Institution

School counselors are not the only ones who influence students or who intervene in their problems. Parents, teachers, administrators and other students all share in affecting students' lives. But counselors' official relationship to both student and educational institution gives them a special responsibility. On the one hand, the school counselor represents and interprets the educational institution—and the larger, post-school society—to the student. On the other hand the counselor represents the students to the institution. In the latter role, the counselor is charged with making sure that the student receives a fair treatment and has access to the best and most appropriate of the institutions' offerings.

In the first role, the counselor can be said to be an agent of the institution; in the second role he can be said to be a student advocate. When institution, counselor and student share a common language, culture and social expectations, the above distinction between counselor roles may be academic. It is far from that, however, when significant linguistic and cultural differences exist between educational institutions and students. For students who find educational institutions to be alien and often hostile to their own linguistic and cultural background, the counselor's role as student advocate is a crucially important one for reducing student defensiveness and for ensuring that students receive equal educational benefits.

An examination of school counselors' attitudes and conduct suggests they usually function principally as agents of the educational institutions.[2] Unhappily, national origin minority students all too often experience the public schools as alien: as places where they don't really belong. Many come to school reluctantly, under coercion, and with hostility toward the institutions and their agents. Counselors whose professional self-identity is solely or primarily as agents of their institutions cannot expect others to see them in any other way; their ability to provide effective counseling to national minority students will perforce be limited. They will be unable to represent these students to the institutions, which need all the assistance they can get to understand and provide for the educational needs of national origin minority students. Counselors of students whose home or first languages are

other than English must recognize their legitimate role as student advocate if they are to reach counseling objectives that help students to function in, and to master, their school environments. Counseling approaches should not only reflect the institutions' norms and expectations, they should also facilitate institutional improvement and modification. To accomplish these objectives, to implement these approaches, counselors must be able to identify with minority students as well as with educational institutions.

Identification with persons of distinct linguistic and cultural backgrounds cannot be real if it is only theoretical. That is, school counselors who would fullfil their obligations as advocates for national origin minority students must have first had personal experience of them. Direct participation with national origin minority students and their parents for assessment of students' counseling needs will help counselors to better appreciate students' problems and will encourage empathy. Personal contact can facilitate counselors' development of existential-humanist counseling approaches emphasizing human involvement over "clinical" and "objective" investigation. Existential-humanistic counselors invlove themselves with individuals and with groups **in the community,** according to D.S. Arbuckle.[3] He also points out that existential-humanistic counseling emphasizes awareness of socio-cultural factors to the point that students' backgrounds are given precedence over the counselors' own cultural biases. In a school counseling situation, the counselor's role as student advocate is part of his involvement in social action for the betterment of human beings, who are developing individuals defined by the totality of their unique experiences.

It is dangerous to generalize individual characteristics on the basis of cultural identity; still, the counselor of national origin minority students can expect to encounter frequently certain issues that must be successfully resolved if students are to benefit from their school experiences. The whole issue of language and its assessment is, of course, a most important one for national origin minority students. The close linking between first-language development and cognitive development makes proper assessment and educational prescription criteria vital for national origin minority student development. (These questions are developed more fully in **Issues in Language Assessment,** available from the San Diego Lau Center.)

The natural need for positive self-concept and positive self-expectation is linked, in the case of national origin minority students, with the issues of their rejection by the dominant culture and its lack of interest or understanding of minority cultures' historical, linguistic, social and cultural contributions to U.S. society as a whole. Dominant-culture rejection and ignorance are important factors in national origin minority students' alienation from the educational institutions. In their role as institutional agents, counselors can make clear to students the institutions' goals, values and processes. Even here, however, counselors will serve both students and the institution best if they can be **interpreters** of the institution and not simply its spokesmen. Interpreters, please note, are people who are fluent in the languages of both parties. But school counselors' role as student advocates is at least equally important.

A distinction for counseling similar to the institutional agent/student advocate distinction discussed above is made in somewhat broader terms in **Planning and Implementation Issues in Bilingual Program Planning.**[4] Discussing a school's basic orientation to bilingual programming, **Planning and Implementation** . . . distinguishes between normativist (essentially assimilationist) and relativist (culturally pluralistic) programs. In terms of a school's counseling program, **Planning and Implementation** . . . describes briefly both the normativist and relativist approach in terms of some observable characteristics which, it will be readily seen, might also distinguish between counselors as institutional agent or student advocate.

Relativist

1. Students will see the counselor of their preference;
2. Counseling will explain and interpret to students the significance of student testing and placement techniques;
3. Counseling will provide students with the broadest possible information about professional training and career choices;

4. Counseling will equip students to deal with the complexities of choosing schools of higher education or of entering the job market;
5. Counseling will provide students with necessary survival skills for dealing with schools, jobs and social institutions;
6. Counselors will receive careful inservice training in community issues and activities;
7. Counselors will provide guidance techniques to parents and community members to strengthen the network of support for the community's youth.

Normativist

1. Students will be assigned to counselors without concern for their preference;
2. Counselor will only see students for testing, placement, transfer or behavior problems
3. Counselor will encourage minority students in low career expectations;
4. Counselor will have little knowledge of students' community;
5. Counselor will have minimal contact with parents.

Counselor Approaches and Student Growth

It is doubtful that many would argue against the proposition that in our society schools are an important part of the environment, in which children are expected to mature into young adults. Success in school is not measured only in terms of grades earned in particular skills-acquisition classes but in terms of an overall socialization/maturation process. Learning and socialization are closely linked and interdependent, but they are not the same. For counselors who work with national origin minority students, it is important to recognize the factors required in successful socialization as well as in skill-learning or knowledge acquisition; otherwise, failure in social maturation might also inhibit opportunities to succeed academically. What is argued for here is a counselor's concern for the **whole** student and for counseling approaches that foster students' total growth.

Blocker has pointed out that three subsystems of a school must all support a student if he is to succeed in school.[5] They are:

1. Learning opportunities must be relevant to a student's experiences.
2. The classroom support structure must be positively available to the student.
3. The reward structure of the school must be accessible to the student.

The relevancy of learning opportunities to a student's experience can be assessed at a number of levels. For non-English speaking students, obviously, classroom instruction in English-only is not relevant to their experience of language. Methods of instruction, of testing, of discipline and of determining success may all be more or less relevant to a student's individual or cultural experiences. To the extent that they are relevant, the student will identify with the learning situation and, acquiring skills or knowledge, will experience his own growth.

The support system of a classroom can aid in learning and in social maturation if it provides the student with acceptance, warmth, empathy and the involvement with others. A support system accessible only to those students posessed of characteristics a national origin minority student does not - perhaps cannot - have will cause an NOM student to be excluded, alienated, from school and classroom identity. One cannot succeed **within** a group to which one does not belong. One may successfully **compete with** a group, or its members, to which one does not belong, but that is quite a different matter.

Access to a school's reward system gives a student the assurance that he is in a "can-win" situation: that efforts made can lead to the satisfaction of important needs. Without access to the school's reward system a student's efforts can only be futile - except in terms of an extra-school-system reward system.

Blocker states that the student growth of which we are speaking doesn't simply happen; it must be purposefully triggered and nurtured by the school environment in order to reach its full potential. The student's environment must be accepting of the whole individual if student growth is to be enhanced.

Nor is Blocker alone: the "life stages" model described by Erickson emphasizes the need a student has to be wholly acceptable within his environment.[6] To experience a failure of acceptance is often to experience a sense of inferiority that will arrest learning development.

Unfortunately, the common ethnocentricity institutionalized in our schools has usually conveyed to

national origin minority students the message that if they are to be **totally** accepted by the dominant society they must deny and obliterate the social and cultural identity they came with to school. They must, instead, accept - **become** - Anglo-culture members. For some this would mean altering physical characteristics that are unalterable. For others it means, at least, a conflict as to their identity. As Maslow has pointed out, if a student's needs for safety, love and self-esteem are not satisfied, motivation loss will occur.[7]

Instead of accepting national origin minorities' experiences and socio-cultural backgrounds as is necessary for successful growth in a school environment, educators and politicians have explained these students' differences as "cultural deprivation." This more-or-less benign form of racism, instead of condemning and overtly attacking minority cultures, ignores them or views them as pathological aberrations from the "normal," to be treated and compensated for.[8] More in keeping with the goals of humanistic education is the view of those social scientists who argue that national origin minority students differ from majority-culture students only in that they have linguistic and cultural experiences **different** than those of the dominant culture. One could also argue that if schools "normally" had role models for NOM students - principals, teachers, etc., with linguistic and cultural experiences similar to those of students - there would be no lack of such experiences for students.

Acceptance of students does not imply goals of molding or remaking them, but of promoting self-awareness and of nurturing the growth of individuals. As interpreter of the institution, it is the counselors' role to make students aware of the opportunities for self-realization and affirmation of self-worth provided by the school. As student advocate, it is the role of the counselor to affect the school environment so that it can provide the nurturing and support necessary for individual growth into successful adulthood. In this role, the counselor helps to integrate individual growth potential within the whole family, school and community environment.

To promote individual growth, the counselor can help the student to self-awareness by encouraging the exploration of alternatives for problem resolution. When students choose among alternative solutions, taking responsibility for their actions, their own problem solving skills develop.

To integrate school, family and community environment, counselors need knowledge of them all. Counselors need to be able to share their knowledge of students with the students' parents, and to add parents' knowledge to their own. This requires considerable time spent with parents and in the students' community.

We must recognize, however, that counselors have become burdened with time consuming administrative chores that impede their ability to interact with students, parents and community. Counselors need to be freed from many of these tasks so that they can interact with and learn about all those who actually influence students. Some counseling alternatives can be created by training community volunteers as counselor-aides. Students, too, can be trained as counselor-aides - and could receive school credit in the process. A peer counseling program can broaden a counselors effective reach. If the financial resources can be found, the counseling program will greatly benefit from the services of a paid and trained counselor-aide who knows and respects the Lau community. However they are provided, counselor-aides can be useful in a variety of ways, such as checking up on students' graduation requirements, following up on student absences, assisting with counseling paperwork, counseling parents and students, etc.

Counseling Goals

An effective counseling program for Lau students in which counselors can fulfill their roles as institutional agent, interpreter and student advocate will have clearly stated counseling goals, defined counseling skills, recognized counseling responsibilities, recognized counseling support elements and articulated counseling processes and procedures. Five broad counseling goals seem essential for an effective counseling program for Lau students.

1. To balance Lau students' cognitive and affective learning.
2. To fairly assess Lau students' school behavior.
3. To intervene in Lau students' "traditional" school drop-out pattern.

4. To provide Lau students with needed educational and vocational planning information.
5. To educate a broader clientele of Lau student target community to services provided by counselors.

These goals will be discussed individually below, and they are implicit in this booklets' discussion of counseling skills, processes, etc., which will be discussed farther on.

To balance Lau students' cognitive and affective learning.

A low self-concept has hindered the learning of many Lau students. Negative attitudes expressed toward their ethnicity, language and culture have been internalized, destroying their sense of personal worth and inhibiting the development of positive self-expectations. Counseling goals and processes for Lau students should reflect Lau students' need to strengthen self-concept and develop positive expectations necessary to motivate successful learning. Counselors who are respectful of and sensitive to target culture realities can represent the school in a less threatening, less alien manner to Lau students, they may also affect the institution itself, lessening the impact of negative attitudes held by many toward Lau students. Counseling skills and knowledge necessary to accomplish these things should properly be the responsibility of institutions of higher education to teach; specific training to meet the needs of linguistically and culturally distinct public school students seems a fundamental necessity.

Nor should professional counselors alone have to bear the responsibility for reaching this counseling goal. Success or failure in learning takes place primarily in the classroom, and teachers with appropriate skills can directly affect the development of a positive self-concept. An effective counseling program for Lau students might well use the professional counselor to pass on counseling skills to teachers, perhaps through inservice training periods, in order to introduce culture-sensitive guidance into the classroom where positive self-concept development can be, as it should be, a normal, ongoing part of Lau students' daily experience.

To fairly assess Lau students' school behavior.

Any student's behavior in school is continually exposed to view against the rules, standards and social expectations of the administration, teachers, parents and peers. The counselor of Lau students has a responsibility to interpret the Lau student and the institution to each other fairly so that students' behavior can be informed by reliable and consistent information as to what is expected of them, and so that Lau students' actions and expressions can be understood in the context of their actual intent, motivation and significance **as understood by the Lau students themselves**. In cases of behavior "problems," the effective counselor will be able to hold a global view of the situation; this will include the view as seen by the student who must face the problem. Only then can the counselor help the student to explore the conditions of the problem (e.g., value conflicts, school rules, personal goals, etc.) in order to resolve it successfully. And only from a global view of the problem can the counselor fulfill his advocacy role, helping school authority to the understanding necessary for fair treatment or discipline.

To intervene in Lau students' "traditional" school drop-out pattern.

The high drop-out rate among national origin minority students is a significant problem to be addressed by programs for Lau students, and it is a problem that directly concerns counseling programs. For the school counselor, the first priority relative to this problem is to be aware of, and to do follow-up inquiry about, Lau students who are absent from school. An alert counselor will be aware of factors accumulating in a student's life that may result in his/her decision to drop out of school altogether. This awareness, of course, is the result of active counselor inquiry and communication with those others who

know the student: teachers, parents, friends, etc. The effective counselor will be able to gain information and in return share information with others who are significant in the student's life. This is important if the positive elements linking the student to schooling are to be nurtured and strengthened and drop-out prevented.

There is considerable evidence that school drop-out is not a sudden event motivated by whim. Lucius F. Cervantes argues that potential drop-outs can be identified early enough to allow for successful intervention.[9] Cervantes presents a "Drop-out Prediction Table" of student characteristics which, for the most part, can be observed, recognized and analyzed by a counselor willing to do so. The potential drop-out signals include the following:

Student's School Characteristics

1. Two years behind in reading or arithmetic at seventh grade level. Majority of grades are below average.
2. Failure of one or more school years (1st, 2nd, 8th, 9th, grades most commonly failed; 85% of drop-outs are behind one year; 53% two or more years.)
3. Irregular attendance and frequent tardiness: ill-defined sickness given as reason.
4. Performance consistently below potential.
5. No participation in extra-curricular activities.
6. Frequent change of schools.
7. Behavior problems requiring disciplinary measures.
8. Feeling of "not belonging" (because of size, speech, personality development, nationality, social class, family disgrace retardation in school, dress, lack of friends among school mates or staff, etc.)

Peer Relationships

1. Friends not appreciated by parents.
2. Friends not school oriented.
3. Friends much older or much younger.

Psychological Characteristics

1. Resentful of all authority (home, school, police, job, church).
2. Deferred gratification pattern weak.
3. Weak self-image.

Reviewing this listing of characteristics, Cervantes concludes:[10]

"The greater number of negative factors working to the disadvantage of the pupil, the greater the chance of his dropping-out of school. However, if the teenager has primary relationships favorable to his remaining in school, all disadvantages are fairly readily overcome."

For counseling drop-out intervention to be as successful as it might be, the knowledge and understanding of potential dropouts developed by counselors needs to be shared with parents and other school staff. A useful step in counseling programs might well be the training of parents and staff in potential drop-out identification and intervention, equipping those who are most important to the student with the knowledge and skills needed to influence the potential drop-out in the most positive way.

To provide Lau students with needed educational and vocational planning information.

School counseling has played an important role in the traditional "tracking" of poor and minority students to which Lau students' communities are so vigorously opposed. An effective counseling program for Lau students will encourage high self-expectations for post-high school educational or vocational careers. This counseling should begin at the elementary level, complementing other processes to encourage positive self-concept and learning success.

Integral to counseling efforts aimed at encouraging positive adult career expectations is the provision

of accurate, timely and adequate planning information. This will include serving as an active resource for different vocational information available, vocational testing available, local and national job markets training available, as well as information and guidance for educational planning, scholarship requirements, financial assistance, etc., for college entrance. Vocational and educational planning information should be presented in the broadest possible context, using parents, teachers, peers and community entities to get the information to Lau students. Here, too, inservice training by counselors can help others who influence Lau students to extend the range of effective counseling.

To educate a broader clientele of Lau student target community to services provided by counselors.

The credibility with students, parents and community necessary for counselors to achieve the goals discussed above is, today, usually lacking. Counselors have traditionally had little contact with national origin minority communities, operating instead from private cubicles isolated from the public. Breaking down that isolation and establishing public relations, therefore, becomes a goal in its own right for effective counseling program for Lau students. Counselors need to reach out to the community, making themselves visible in order to inform the public of their services.

Inservice training to parents and community groups can be provided by counselors relative to the whole counseling program. The point is to use counseling skills to effect positive changes in the whole community to improve the support structure for Lau students. To the extent that parents share in the school's information about their children; to the extent that counseling efforts can use the nurturing resources of parents and community; to the extent that counseling can reflect community needs, goals and values, the counseling program will be effective in reducing the alienation Lau students too often experience in the public schools and can reduce the misunderstanding that has so long influenced educational institutions' views of national origin minority students.

The intent of effective counseling is not for the counselor to abandon all control of the students to others, but to train the students to do their own self-counseling. Morrill suggested that counselor interventions that aim not only at individuals but also at the individual's primary groups, associational groups, and at the institutions that influence the individual behavior, will allow the counselors' skills to reach a larger number within the population.[11] This will help to make services available to students who have not been aware of what the counselor can provide.

Counseling Skills and Characteristics

A counseling program must depend for its success on the skills of the counselors who implement it. A listing of counselor skills necessary for the success of any counseling program has been developed by Dinkmeyer and Carlson:[12]

1. Understand the purposive nature of behavior and develop skills of observation and interpretation that will facilitate problem solving.
2. Apply theories of learning to specific learning difficulties of students, that is, learning disabilities.
3. Understand and apply ideographically logical consequences and other corrective procedures for concerns presented by teachers and parents.
4. Demonstrate the ability to communicate effectively to develop effective helping relationships.
5. Demonstrate the basic group leadership competencies: structuring, universalizing, feedback, formulation of tentative hypotheses, encouraging, task setting, and commitment.
6. Understand management by objectives and be able to establish hierarchies, a plan of action, and assessment procedures needed for a systematic change.
7. Demonstrate competence in a brief, diagnostic student interview to determine the purposive nature of the individual's behavior.
8. Demonstrate effectiveness in individual teacher consultation.
9. Demonstrate effectiveness in individual parent consultation.
10. Demonstrate effectiveness in administering consultation.
11. Develop and facilitate effective parent education with parents.
12. Develop and facilitate productive consultation groups with parents.
13. Demonstrate knowledge of psychological or affective education programs in the classroom.
14. Develop and facilitate peer group counseling.

Additional skills and characteristics relevant to effective counseling of Lau students focus on counselors' ability to understand and respect languages, cultural values, communication styles and peer relationships other than their own. A special area of counseling skills necessary for working with Lau students is that of testing; this area will be discussed separately in the next section. A representative list of specific skills/characteristics required for Lau student counselor competency follows:

1. Previous experience in working with youth, community organizations, and social or welfare agencies;
2. Experience in working with Lau students and the target language community;
3. A command of counseling techniques and methods other than the traditional one-to-one methods, such as group methods, alternative forms of counseling, peer group counseling and use of paraprofessionals;
4. Fluency and literacy in the target student's home language, regional dialect or language variant as determined by a bilingual screening committee composed of members who possess well defined language competencies;
5. Training in language assessment and evaluation of testing instruments and processes;
6. Cultural awareness/sensitivity and a thorough knowledge of the cultures reflected in the language involved in the school-community;
7. The ability to serve as a link between school and community by interpreting the school's expectations for parents and students, as well as to convey the needs and expectations of parents and students to the school;
8. A commitment toward understanding the background and values of Lau students;
9. The ability to work with teachers to ensure optimal learning conditions, classroom management, and student incentives to meet the needs of Lau students;
10. The knowledge and ability to develop counseling programs which will alleviate social and ethnic prejudice and which will promote ethnic and racial pride and intercultural understanding;
11. The ability and commitment to assist each Lau student to continually develop self-understanding and a positive self-image.

Counseling Program Characteristics

In addition to individual counselor skills an effective counseling program will have established and implemented procedures by which its counseling goals can be reached. An effective program will display observable characteristics such as the following:

1. Any school with a large number of Lau students should have a bilingual counselor in order to communicate effectively with Lau students and their families. At least one counselor should be available for each 300 students at the elementary school level: for each 300 students at the high school level. This counselor should be dedicated to meeting the needs of all students. He/she should also be bilingual and thoroughly familiar with Lau student needs and culture.
2. Through bilingual counselors, the school district should provide each Lau student relevant, updated information on a continuous and systematic basis in the following areas:
   a) Credit/graduation requirements;
   b) Information about course offerings;
   c) School regulations and expectations;
   d) General teacher expectations;
   e) School organizations and activities;
   f) Special services available through the schools and community;
   g) Career opportunities;
   h) Higher education opportunities;
3. Lau students should be guided and encouraged to aspire to high educational and career goals.
4. Guidance counselors should provide Lau students with all the information on career alternatives available to enable them to make a well-thought-out, educated, career choice.
5. Guidance counselors should provide Lau students with information concerning higher education (e.g., applications, scholarships, entrance requirements, housing and job possibilities). Information should include both academic and vocational institutions. Guidance staff should also assist Lau students in completing application forms and in meeting registration deadlines
6. Guidance counselors should arrange night hours to meet with working parents and should schedule conferences to discuss student career directions as well as academic performance and affective needs and concerns. Parents should feel welcome and comfortable in visiting the guidance counselor.
7. Guidance counselors should encourage Lau students to participate in molding their futures by actively working for social justice in the school and community.
8. Guidance concerning the transition from elementary to junior and senior high schools should be provided through a cooperative team effort of bilingual classroom teachers and elementary, junior, and senior high school counselors.
9. Lau students enrolled in classes that are not meeting their needs should be allowed to transfer to another class without penalty or delay early in the semester. There should be no negative consequences as a result of early changes.
10. Guidance counselors should energetically work toward:
    a) Encouraging student positive self-concept and positive cross-cultural attitudes;
    b) Facilitating and organizing conflict resolution and decision-making sessions with students, teachers, administrators and parents;
    c) Promoting cultural/racial understanding among all groups of students, staff and parents;
    d) Involving and including parents and students in programmatic school-related decisions and problems.
11. The school district and guidance counselors should coordinate efforts with other social service agencies to provide for adequate and extensive health and social programs for students at all levels (e.g., complete physical, hearing, vision, dental and allergy examinations; necessary innoculations; cultural arts centers; community projects; community centers; extra curricular activities, and civic agencies).

12. Bilingual guidance counselors should initiate, encourage, and facilitate the development of employment programs for Lau and bilingual students. Such programs should not be limited to the academic school year, but should also include summer months.
13. Counselors should provide for flexible grouping of all students to promote language and cultural interaction and should work with majority culture students to help them understand the difficulties of Lau students in an English-dominant school situation.
14. Counselors should assist teachers in working with Lau students and should work closely with students to prevent them from falling behind in classes or dropping out of the school program.
15. Counselors should spend the majority of their time working directly with students rather than in scheduling and paper work. The counselor should be available and should initiate counseling sessions for Lau students and their families to resolve problems of personal, school, and cultural adjustment.
16. The counseling program and all counseling activities should be based on the positive concept that no culture is deficient or deprived; instead, all cultures are unique.

Lau Students and Standard Testing

Student testing is a normal part of a school counselor's duties. The standard tests used for measuring intelligence, communication skills, scholastic achievement etc. have all been found more or less inaccurate (or to put it another way, unfair) for measuring the capacities/skills of students with linguistic/cultural characteristics distinct from those of the "normal" mainstream students for whom they were designed. The literature today shows convincingly that standardized tests do not measure the capabilities of minority students; Luis Casaus, for example, claims that using standardized tests for ability grouping is a trap rather than a remediation process for Lau students.[13] To defend Lau students as much as possible from the effects of inequitable testing, counselors should possess the necessary skills to carry out the following suggestions:

1. Test both in English and the student's primary language.
2. Administer, score and interpret using bilingual counselors.
3. Identify any technical and psychological contaminations.
4. Examine tests for relevancy to Lau student's experience and environment; test interpretation should reflect any inequities found. (In this regard Ronald Samuda's book, ***Psychological Testing of American Minorities: Issues and Consequences*** is recommended as an important guide to the social, educational, and economic consequences of using standardized psychological tests with minorities.[14])

Standardized test results should not be the only guides for making decisions in student assessment. In addition to the previous suggestions, the following points should be considered in using standardized tests with Lau students:

1. How and by whom are standardized IQ and achievement tests selected? Were the tests carefully reviewed and evaluated? By whom? From what population are norms derived? Are those norms applicable for the school population?
2. What learning goals do achievement tests seem to serve? Are they compatible with district population?
3. Do achievement tests measure what parents, community members, and educators of the district have determined is important?
4. Who controls and monitors the privacy of and access to test data?
5. What decisions are made on the basis of test scores (e.g., "teaching," special education programs, assignment to teachers, recommendations to employers and/or colleges)?
6. What alternatives to large scale, standardized testing are being tried so that more accurate judgements can be made about student progress toward agreed-upon educational goals and about the effectiveness of teaching?
7. Are the tests free of ethnic, racial, sexual, and class bias? Do they seem to be fair or unfair to

students of different backgrounds?

8. Have culturally and linguistically based tests used for improper placement of Lau students been eliminated?

Results and responses from such instruments as interest surveys, student and parent questionnaires, and individual student conferences should be used in addition to achievement data when counseling students.

Counselors should monitor the progress of Lau students through periodic evaluation and student, teacher, and parent conferences.

A committee composed of several student services personnel and the school psychologist (some of whom must be bilingual), a bilingual teacher, and a community person with special skills in these areas should have the responsibility of screening all Lau students considered for special educational programs or classes for the mentally retarded. Responsibilities of that committee should be the following:

1. Prevent arbitrary decision making by one individual;
2. Check placements resulting from improper testing;
3. Share information about the student from a variety of perspectives;
4. Involve parents and personnel from community agencies.
5. Identify relevant school and/or community problems;
6. Identify all resources in the school staff and community that can help the student;
7. Make recommendations concerning placement in reading programs, language instruction classes, math labs, special educational classes, gifted student programs, and work-study or cooperative work-educational programs.

A district must implement uniform, non-discriminatory criteria for the referral, identification, and placement of Lau students in special education programs.

Written and oral notice should be given to parents in the language they best understand whenever the district proposes to change the educational placement of a student, and a full explanation of the nature and implications of such a proposed change should be given.

To the maximum extent possible, exceptional students should be educated with students who are not exceptional.

A district must implement policies to assure that procedures, materials, and assessment devices used to identify, classify, and place students in special programs are non-discriminatory and in the comfortable language of the student. Students participating in special education programs should be comprehensively re-evaluated at least once a year. Districts must assure through bilingual staff and bilingual materials that special education programs are equally effective for students from all cultural and linguistic backgrounds.

Affective Counseling Concerns

Today, students live in a world that is more sophisticated and more complicated than that of previous generations. They are faced with many alternatives and decisions in their daily lives. For helping students to become aware of the alternatives and decisions before them, a counselor should be able to help students develop the following skills suggested by Maria Elena Ochoa.[15]

Respect — Students need to develop respect for themselves, their ability to make decisions, and for the decisions they make. With this self-respect as a foundation, they can develop respect for others and the decisions of others.

Recognition — Students need to develop recognition of themselves as leaders in their own decision making process. They need to develop recognition of the alternatives and possible decisions before them.

Self-Esteem — Students will develop self-esteem as they learn to make their own decisions and rely on them. This growing sense of self-esteem will allow students to recognize and analyze where their decisions have failed them in terms of an overall life picture and not in terms of personal blame.

Self actualization — Students will be capable of making better decisions over a period of time as they see

their own life patterns more clearly. As students see the results of their decisions, they will be able to make future decisions that reflect more closely their own individual values.

A first step in achieving these goals can be to share with the students the counselor's own method for finding alternatives and making decisions. Traditionally, the counselor has appeared as another authority figure for students. This particular authority figure through some mystical process is supposed to solve problems. Demystifying the role of the counselor as the "problem solver" will help students see the counselor as someone with whom they can share their problems: someone who will perhaps help them to see their problems more clearly. The counselor can spend more time in helping students to see themselves and their problems rather than in guiding them toward alternatives that reflect the counselor's own values. This process will free students to learn to take responsibility for their own decisions and actions rather than creating a dependence on the counselor. The students will develop the above competencies as beneficial and useful skills of their own. A related-and important-aspect of effective counseling concerns the counselee as object vs. subject. A counselee, as an object, sees his/her life as "acted upon," and thus is unable to make personal decisions. Counselors have a responsibility to help their counselees move, in their self-perception, from "objects" to "subjects": creators of their own decisions, lives and futures. The counselor helps bring about this change by encouraging the student to look for all possible solutions to any given problem. The counselor may have a solution, but it is examined as one of the alternatives, not as the answer to the problem. The ability to examine alternatives and make decisions will free students to enter society as responsible citizens capable of taking action and effecting changes in their own lives.

An effective counseling process requires viewing the total problematic situation faced by the student. Often the counselor and the counselee see the problem as existing **in** the individual. Perhaps the problem is not in the individual's action, but in the way others react to that action, or perhaps it is in direct conflict with school regulations. Counselors need to help counselees explore the environmental conditions surrounding the problem (e.g., value conflicts, school rules, personal goals, other persons involved, etc).

Some group counseling techniques have proven useful as alternatives to the traditional counselor-student interview. Students can explore alternatives in their environment through peer group dialogue and through youth counseling youth. In these discussions students learn and internalize the counseling process and make decisions according to their individual values.

In summary, there are some general procedures and characteristics that counselors involved in the helping process should consider:

> The counselor should make sure that the problem is understood as the counselee sees it and has stated it. Questions should be asked if certain areas are unclear.
>
> The counselor must be aware of and respectful of the counselee's "world view," which may differ from his/her own. Understanding another's "world-view" requires an extremely sensitive and patient attitude; it is also crucial to a counseling session with culturally different counselees.
>
> The counselor must assist the counselee to put the environmental factors affecting the issue into perspective. A counselor's skills should include the ability to assist and allow the counselee to look at the total problematic situation.
>
> Most important, the counselor must help the counselee to take responsibility for the issue and find a compatible solution according to the counselee's own world-view.

In Simply Human Terms . . .

One of the most difficult tasks that daily confronts the conscientious teacher is how to realize the potential capabilities of the student whose primary language is other than English. Many factors that have a direct relationship with the learning, growth and total development of these students are perhaps not seen or not considered by the busy teacher. We will attempt here to place before counselors some factors which may be impeding the maximum growth and learning of national origin minority students in the classroom. The main idea of "freeing" them from obstacles which prevent their full develpoment.

Several levels of freedom closely correlate with the basic desires of an individual. [16]

To Free the Child Physically

The physical environment of the classroom, normally under the guidance and direction of the teacher, can promote a feeling of welcome, warmth, acceptance to the child. On the other hand, it can also promote feelings in the student as a "captive" or a person in bondage: a slave without freedom of movement or expression.

To achieve basic physical freedom, the conscientious teacher allows the physical environment in the classroom to reflect an atmosphere of understanding and acceptance for the child. If the child speaks a language other than English, the teacher makes sure that languages other than English are acceptable and valued. If the child is Black, Chicano, or Chinese, for example, the alert teacher will remind all students of the various cultures in our society, and of the important role that Blacks, Chicanos, and Chinese have had in shaping and forming American society.

To physically free the child is like allowing a child to breathe open air in the radiant rays of appreciation and respect for the child's background, language and history. All that is physical, such as the posters, pictures, music, and languages that make up the school atmosphere can reflect a total acceptance of and freedom for the child, whatever his ethnic, racial or linguistic background.

To Free the Child from Lack of Basic Necessities

A child who does not have necessary food, clothing and shelter at home will, generally speaking, not do well in school. Poor children often come to school with empty stomachs. Unless certain basic needs of the child are fulfilled, the child will not fully maximize his opportunities to learn and grow in the classroom. But how can the already overly-burdened teacher assist the student in this regards? How can the teacher feed the hungry child? Clothe the needy student? Provide shelter to the homeless pupil? And give security to the unwanted child? The truly conscientious teacher will become aware of the various social agencies, church organizations and volunteer groups which are funded for the above mentioned tasks.

To free the child from lack of the basic needs such as food, clothing and security is to place that child in a more favorable climate for growth and learning. The teacher who does not recognize this level of freedom for the child has failed to understand an important principle of child development and human behavior.

To Free the Child Socially

Every person needs to belong to a family, a community. Every person needs to be treated as a human being. A person needs to belong and be a part of someone or something.

Every child has a intuitive sense of belonging or not belonging in the school and in a particular class. The teacher can set up the classroom as a united family of students where each member is an important and integral part of the classroom. The alert teacher can liberate students socially by giving due credit and respect to every student. No one need be treated as inferior to another. The language, ethnic background, history and culture of each student can be recognized as beautiful and important no matter who the student is. To free the child socially is to accept and to appreciate him as a welcomed member of the class. The teacher can use a variety of ways to achieve this level of freedom. Teaching and learning are not accomplished in a vacuum. Unless the student has the security of being accepted and appreciated, no matter what his language or ethnic/racial background, all strategies and methodologies of teaching will be in vain.

The knowledge that a teacher gives to a child may be forgotten in time. But the example of

of understanding and appreciation of the child by the teacher will not be forgotten easily. This level of freedom, which can facilitated by the conscientious teacher, may be the necessary and only support which can carry a struggling child from failure to success, from a drop-out to graduation.

To Free the Child Psychologically

To be freed psychologically means to feel good about oneself. When a person recognizes his identity, his roots, knows where he is going and likes himself for what he is, he is free psychologically.

A Lau student feels good about himself when: 1) he feels pride in his language, 2) he feels pride in his culture, 3) he feels pride in the ethnic identity and background of his parents and 4) he succeeds in school.

Bilingual-bicultural education is an approach which can be utilized to take into account the language, culture and history of a student. Although a teacher may not be bilingual, she can appreciate the goals and objectives of bilingual-bicultural education. When approached in this way, bilingual education is a way of freeing the child psychologically.

Unless the child in the classroom is psychologically free, learning and academic growth will be stunted. One of the key factors of education is really not how much information the teacher gives the child but rather how much love and desire for learning or aquiring knowledge is encouraged by the teacher in the student. In other words, if the teacher can instil in the child a desire to know, to learn, to grow in wisdom and knowledge, the teacher has succeeded with the child. In order for this to be accomplished, the teacher must help the child to be psychologically free. And how can the teacher do this? The alert and conscientious teacher will appreciate the fact that unless the child feels good about himself and is genuinely accepted for what he is, academic growth and achievement will be most difficult.

To Free the Child Spiritually

To be free spiritually includes having a good and harmonious relationship with one's neighbor, oneself and one's spiritual beliefs. Leaving specifically religious questions aside, when one has a clear conscience that one has lived well and not caused harm to one's neighbor, that one has not been unjust to one's self or to others, one is spiritually free.

It is interesting to note that more and more health professionals are talking about a "holistic medicine." This is a health care approach which seeks to integrate the physical, emotional and spiritual. Holistic medicine is based on a belief that a person must be treated in the context of his whole life—that what goes on in his body relates to his mind, his emotions and his spirituality. Research has shown that a person's emotions and personality are closely tied to his physical well being. Holistic medicine seeks to heal the **whole** person: body, mind and spirit.

In this sense, we can also talk about a **holistic** education. It is an educational approach that deals with the **whole** student: body, mind and spirit. Traditional education has emphasized academic achievement, intellectual growth and knowledge acquisition. To some degree, attention also has been given to the affective domain: i.e., emotional maturity, self-esteem, appreciation of one's self and pride in one's history, culture and language. But besides intellect and emotion there is also the spiritual dimension of the student.

To free the child spiritually, the teacher will be mindful of the spiritual desires and aspirations of the student and of attempts to meet these needs and will seek to be an example of a person who is just, honest, conscientious and trustworthy. The more the alert teacher understands the purpose and the meaning of life - that there is something more than the physical and intellectual in life - the easier it will be to foster sense a spiritual freedom for the child.

The task of freeing the child from the live barriers which thwart the full physical, academic and spiritual development of the child is not easy. It cannot be done by the teacher alone. It is only through a mutual cooperation of teacher, counselor and parents that the five levels of freedom will be accomplished. It is also obvious that unless the teacher, counselor and parents are themselves truly free in the five levels mentioned the task of freeing the child becomes hypocritical and will eventually fail. One does not give what one does not have. The need for freedom of the child in the classroom and at home is a constant and on-going challenge for teacher, counselor and parents. But the

rewards for a student who enjoys the five levels of freedom are immense. It is hoped that the ideas contained in this paper will provide an increased awareness of the role of teachers, counselors and parents as they seek the child's development to maximum capability for life.

Conclusion

The effectiveness of Lau student counseling is of vital concern for successful Lau-plan implementation and indeed for any educational program for culturally/linguistically distinct students. Counseling is a tool that can bridge the gulf that too often exists between "mainstream" and "minority" cultures. If not done with sensitivity and respect for NOM clients, however, counseling can easily become a tool for reinforcing Lau student alienation.

Counselors need, therefore, to give clear and critical thought to their roles as both institutional agent and student advocate. As they recognize their legitimate responsibility to **represent** Lau students, they will discover the need to know them. As counselors seek to help Lau students to understand and broaden their options they will discover a need to know the context of Lau students' problems and expectations. As counselors seek to intervene positively in Lau student problem-situations, they will discover a need to participate cooperatively with other persons important in the Lau students' lives. All of these counselor needs can be translated as skills - and they are acquirable.

This booklet has been prepared in general terms to acquaint not only counselors but all concerned school staff and parents with the basic requirements of effective cross-cultural counseling. Some kinds of useful strategies have been suggested, but only in a general way. Counselors who have the skills and characteristics discussed here will no doubt develop strategies of their own; fortunately, however, it will not be necessary for each to reinvent the wheel. Tested and successful strategies for Lau student counseling have been developed; successful counseling programs exist. These will be the subject of a second volume of **Counseling and Culture.** It is our hope that the two volumes together will be useful to those concerned with improving the school success of Lau students.

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